DOCUMENT RESUME

ED 051 068 SO 001 445

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TITLE	Communique. Newsletter of Intercultural Communications Programs. Volume 1, Number 5.
INSTITUTION	Pittsburgh Univ., Pa. Regional Council for International Education.
PUB DATE	Jun 71
NOTE	4p.
AVAILABLE FROM	Regional Council for International Education, 1101 Bruce Hall, University of Pittsburgh, Pittsburgh, Pennsylvania 15213
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*College Programs, Communication Skills, Comparative Education, *Cross Cultural Training, Educational Trends, Foreign Culture, Foreign Students, Higher Education, Human Relations Programs, *Intercultural Programs, Intergroup Education, *International Education, *Newsletters, Program Descriptions
IDENTIFIERS	Regional Council for International Education

ABSTRACT

The goal of the Council is to bring about a global perspective on the campuses of its member institutions and the nation through cooperative programs and the sharing of resources to generate new ideas in such areas as: study abroad, foreign students, faculty development and exchange, and cultural sensitivity. Accordingly, the purpose of this monthly newsletter is to disseminate information on cross cultural or intercultural communications programs in higher education, usually describing workshop programs, seminars, special courses, research activities, also intergroup training techniques. Announcements are also made of publications and conferences. Those interested in receiving the newsletter regularly should request that their name be placed on the mailing list; back issues are still available. (Author/JSB)

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COMMUNIQUE

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Newsletter of Intercultural Communications Programs

JUN 21 1971

Published by the Regional Council for International Education, 1101 Bruce Hall, University of Pittsburgh Pittsburgh, PA 15213
Editor: David Hoopes

VOLUME I NUMBER 5 JUNE, 1971

WORKSHOP TECHNIQUES TRANSFORM COMPARATIVE EDUCATION COURSE

Frank Hull and Paul Bixby at Pennsylvania State University turned a standard course, "Introduction to Comparative Education," into an extremely interesting experiment in cross-cultural education.

The students were given the choice of taking one of two sections of the course. The first was conducted along traditional lines using lectures to present general theory and to analyze a single foreign educational system. A term paper comparing different foreign educational systems with one in the U.S. was assigned. The assignment included the requirement that a national of the country being compared with the U.S. be consulted.

The second group, on the other hand, was put into a course structured around what the authors call "cross-cultural interaction workshops." The students--14 of them--attended presentations and/or discussion sessions once a week which, while focusing on comparative education, gave special attention to Africa and African history and culture particularly via films. In addition, the students attended five evening cross-cultural interaction workshops lasting several hours. In the workshops the students were placed in small groups and were joined by a number of African students. The African students attended voluntarily upon invitation from the instructor and, though called "course consultants," received no compensation. In the small groups the students, African and American, were encouraged in free ranging discussion of culture and an exploration of variations in philosophic and value concepts between the Africans and Americans. The Americans were required to write an appropriate paper, the topic of which was related to sub-Saharan Africa.

Two evaluations were made of the two sections of the course. One was based on the work the students did, the papers they wrote on varying subjects related to education, and on their personal reactions. The papers of those in the workshop section were judged generally to be excellent, significantly more varied and imaginative than was expected. The students themselves appeared highly motivated, did more independent reading than is normally the case, and pursued their interaction with the African students far beyond the class. In the traditional course the papers were more routine, a smaller amount of reading was done and contact with non-Americans, despite being assigned was, with a couple of notable exceptions, relatively small.

But a second measurement was also used. This was the "W" scale of "major world-minded attitudes" of Donald Samson and Howard Smith. On the "W" scale 86% of those in the experimental group moved their raw scores toward "world-mindedness." In the more traditional class only 35% moved toward "world-mindedness."

Thus by any measure the instructors felt that the impact and value of the experimental workshop-oriented course was significantly greater than that of the course taught by traditional means.

It seems clear that intercultural communications workshop techniques (or cross-cultural interaction workshop techniques) can be applied innovatively and imaginatively in many different contexts. It may fairly be hypothesized, we believe, that the educational experience provided to students in most courses dealing with other cultures or other nations can be enhanced through the introduction of workshop techniques.

CENTER FOR CROSS-CULTURAL RESEARCH

Many readers of the newsletter are probably familiar by now with the Center for Cross-Cultural Research, Western Washington State College, Bellingham, Washington. According to a statement printed recently in the Center's publication, Journal of Cross-Cultural Psychology, the Center "was established as a result of the increasing involvement of psychological research activity outside its traditional unicultural-Western context and the increasing need to examine social problems that continue to develop between cultural and sub-cultural groups."

There are three main areas in which the Center will work. 1) Research. While the associates of the Center will pursue research according to their own interests, the Center will place special emphasis on psychological

research dealing with world population control and problems related to the development of methods for improving the educational experiences of American sub-cultures.

2) Education. Graduate and undergraduate students will be trained within the framework of the Center.

3) Publications. The Center hopes in publishing the Journal of Cross-Cultural Psychology to provide a central source of relevant research in the field. Monographs supplemental to the Journal will be published from time to time. But the Center is not only concerned with scientific research and psychological phenomena. A broader aim will be served since it is the belief of those responsible for the Center "that understanding the nature of psychological events in cultures outside the Western context is essential to improving international relations, and can be served to a great extent through sound research of this kind."

The Center is directed by Robert D. Meade. Walter J. Lonner edits the Journal.

DELAWARE CUTS INTERCULTURAL COMMUNICATION PROGRAM

Three years ago the University of Delaware inaugurated an interdisciplinary program in intercultural communications which put Delaware in the forefront of institutions which recognize the importance of this new field. The University has now decided to abandon that program.

The program centered around three of the country's leading scholars in the field. These were Franklin K. Kilpatrick, Dean of the Delaware Graduate School, well known for his work in transactional psychology; Edmund S. Glenn, Associate Professor of Intercultural Communication, long-time director of the Division of Language Services at the Department of State and prolific writer on the subject of intercultural communications; and Edward C. Stewart, also Associate Professor of Intercultural Communication, whose work in the analysis of American culture from a cross-cultural perspective has gained wide recognition and whose contrast-American simulation (in which trained non-American actors role-play against American trainees) is used extensively in cross-cultural training programs.

The program has consisted of six undergraduate and graduate courses taught mainly by Glenn and Stewart. Both men view the subject from the psychological, political, anthropological, sociological and cultural as well as communications perspectives. Some consideration had been given to making it a separate department or an independent interdisciplinary program.

Now this program will be severely cut back due, according to the University administration, to budget problems and more pressing educational priorities. This despite the fact that the students and faculty rallied strongly in support. Backed by many departments and individual faculty members (and the Delaware State police!...for whom Glenn and Stewart have conducted cross-cultural training programs) the Student Government Association raised funds to carry the program another year. But to no avail. The cut-back remains.

The response of the students was impressive. Dr. Stewart feels that students find the interdisciplinary study of intercultural communication (as contrasted with an approach limited to the discipline of speech-communication) provides them with the kind of insights into their own behavior and heightened self-awareness and self-understanding which is one of the fundamental--and sometimes forgotten--aims of liberal education. It bridges the gap between liberal education and "academic learning" which has in many areas become so abstract and detached from human beings that it fails the aims of liberal education.

The end result is that Dr. Glenn has been assigned to a new Department of Speech and Communication and Dr. Stewart will leave Delaware. Dr. Kilpatrick had previously announced his departure for another university.

(Note: Comments in this article are not intended to reflect adversely on the discipline of Speech Communication. Much excellent work is being done by communications specialists within the framework of speech departments. Indeed, the academic acceptance of intercultural communication as a field of study has probably been furthered more by its inclusion within speech departments than by any other single factor. As for interdisciplinary study: that struggle is in its early stages--when education is finally "re-humanized" nothing will escape!)

KANSAS SPONSORS FIRST ICW

The University of Kansas has sponsored its first intercultural communications workshop using the Pittsburgh model. It was conducted by two "alumni" of Pittsburgh: Dr. Nobleza Asuncion-Lande of the Speech Communication Division of the Department of Speech and Drama and Dr. H. Keith McConnell of the School of Business. Dr. Asuncion-Lande participated in the Pittsburgh Holiday Workshop in 1970 and Dr. McConnell was in both that workshop and the training program conducted by the Regional Council for International Education that winter.

The program was co-sponsored by the office of the Dean of Foreign Students and the Speech Communication Division of the Department of Speech.

It was an intensive one-day encounter for 32 participants including American and foreign University of Kansas students, a number of staff members and a few townspeople. A follow-up session was requested by the participants.

ALBERTA FACES CHALLENGES OF INTERCULTURAL EDUCATION

Alberta Province and the University of Alberta in Edmonton, Canada, have had to meet problems of intercultural communication head-on in their schools. Due to government policy there has been in recent years an influx of Indians into the Alberta school system--with consequent challenges to the intercultural communications capabilities of Alberta teachers. Teachers going out to teach in schools on the Indian reservations have faced the same challenge. The University and the Alberta Teachers Association have responded in a number of ways as reported by Dr. L. R. Gue, Associate Professor of Educational Administration at the University.

First, an Intercultural Education Specialist Council has been formed within the Alberta Teachers Association aimed at the professional development of elementary and secondary teachers. It is a new council but has received good response and is aimed at the up-grading of the capabilities of teachers to deal with intercultural educational situations.

But the University also recognizes the need to train teachers in intercultural education more effectively at the University. Dr. Gue heads a standing committee on intercultural education within the faculty of education. Undergraduate education students may now take what is called a "supporting program in intercultural education" and at the graduate level do a degree in intercultural education. A summer intercultural practicum is also required.

Dr. Gue is now engaged in a program for training Thai teachers in which he expects to use the concepts of intercultural education and the program already developed as a base on which to build an effective educational development program for Thailand, many of whose students are now in training at the University of Alberta.

TRAINING FOR PHILADELPHIA VOLUNTEERS

Intercultural communications training is being provided to personnel in the Philadelphia area who are involved in international visitor programs. The Philadelphia Center for International Visitors and the University of Delaware jointly sponsored a seminar on intercultural communications this past winter for staff members, trustees and volunteers of Philadelphia's principal international cultural and educational agencies. The seminar experience was designed "a) to strengthen the cross-cultural understanding of those individuals who play major roles in designing international student and visitor services and b) to encourage meaningful dialogue among the area's leading international groups." The seminar was conducted by Edmund S. Glenn and Edward C. Stewart of the University of Delaware.

The seminar, meeting in eight sessions, included (1) lectures on perception and how it varies according to the individual and his cultural conditioning, (2) a simulated cross-cultural encounter which brought out in experiential form the contrasting cultural values and assumptions of the players, (3) an analysis of the basic assumptions behind American values in contrast to those of other cultures, and (4) extensive in-depth discussion of the issues raised.

SEQUENCE OF EXPERIENCES AT MIT

The Sloan School of Management at Massachusetts Institute of Technology offers an extremely interesting course or "sequence of experiences" in intercultural communication to its students in international management studies. Titled simply "Intercultural Communication I and II," the course is designed to provide an in depth exposure to a culture with which the student has not had prior contact. The student is expected to develop an oral proficiency in the language, to do extensive background research and reading and to spend three months living in the selected culture pursuing a general line of inquiry approved by the course instructor. The overseas experience is normally expected to take place during the summer between the students' first and second years in the Sloan School. Doctoral students are expected to submit at the conclusion of the course an article-length report of publishable quality and pass an oral examination to measure their understanding of the culture and the language. The course is taught by Richard D. Robinson, Senior Lecturer.

BACK ISSUES OF COMMUNIQUE

An effort has been made to see that all interested persons have received all the issues of Communique so far published. Back issues, however, are still available to those who have not received them.

We also have a special request to make. While we feel we have been effective in reaching a wide audience in this country, our overseas mailing list is still woefully small. We would therefore appreciate receiving from our readers names and addresses of individuals overseas who might be interested in receiving Communique regularly. Similarly we would also like information on any organizations or publications by which the availability of the newsletter might appropriately be announced.

PUBLICATIONS

Readings in Intercultural Communications, Volume I

The first in what is hoped will be a series of informal collections of readings in intercultural communications is now available from the newsletter editor. One of the aims of

the broader project within which this newsletter is published was to gather and disseminate materials in the field of intercultural communication which had not yet been made available to a wide audience. The informal reproduction of these materials will enable us to distribute them to the select newsletter audience rapidly, without awaiting the slower processes of formal publication.

The articles are grouped in three sections. The first is Theory and includes:

"A Model of Intercultural Communication" by K.S. Sitaram, University of Hawaii. A useful model for understanding the process of intercultural communication is described briefly and succinctly.

"Culture: A Perceptual Approach," Marshall Singer, University of Pittsburgh. Culture is analyzed from a perceptual perspective and the implications for cross-cultural operations are discussed.

"Culture and Communication in Intercultural Relations" by David S. Hoopes and Gary Althen, Regional Council for International Education. Theories of culture and communication are summarized and intercultural relations are examined from the perspective of foreign student affairs, with special emphasis placed on the problem of identity in a new environment.

The second section is called The Intercultural Communications Workshop. This includes:

"Human Relations Training and Foreign Students" by Gary Althen, originally published by the NAFSA Field Service. The differences between sensitivity training and intercultural communications programs are explored.

"The Workshop - Pittsburgh Model (A Typical Program and Schedule)." An outline program of the Intercultural Communications Workshop as developed by the Regional Council for International Education in Pittsburgh.

"The Workshop - A Statement of the Intercultural Communications Association of Cornell University." A description of the workshop as practiced by the International Student Office and international students at Cornell University, giving special attention to group process and leadership styles as they are applicable, relevant or appropriate to intercultural communications programs.

"The Value of Intercultural Workshops to a University Program" by Dante V. Scalzi, Penn State University, and Cornelia Spring, formerly of the NAFSA Field Service. Comments, based to some degree on the evaluation of a workshop program at Cuddebackville, New York, in 1969, on the usefulness of workshops and an outline guide to their place within a university structure.

The third section is A Training Application. This includes two articles:

"Training for Leadership in Cross-Cultural Dialogue: The DA-TA Model of Learning and the SAXITE System of Dialogue" by Bryant Wedge, Institute for the Study of National Behavior. Description of a training approach aimed at increasing cross-cultural sensitivity and developing skills in comprehending and adapting to a new culture.

"An Approach to Orientation for Study Abroad" by Reginald Smart, State University College at Buffalo. An application of Dr. Wedge's model to the orientation of students prior to their going abroad to study.

Single copies will be sent free upon request. Address requests to the newsletter editor.